



## IOWA'S VISION:

*Every child, beginning at birth, will be healthy and successful*

# Early Childhood iowa Iowa Adult Educator and Coaching Competencies

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The ***Iowa Adult Educator and Coaching Competencies*** define the necessary knowledge and skills for adult educators and technical assistance professionals. These professionals represent a wide range of disciplines and provide support to the Iowa early childhood workforce. Technical assistance professionals adhere to varying regulations and standards within their fields; and work within multiple settings, communities, programs, agencies, and systems throughout the state. The ***Iowa Adult Educator and Coaching Competencies*** support the Early Childhood Iowa cross-system and cross-sector professional development system - with the ultimate goal to provide high quality services to young children and their families.

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## Content Area 1: Professionalism

### A. Legal and Ethical Responsibilities

| Knowledge:   | Skill:  |
|--|---|
| 1.A.1. Identifies professional codes and the role of ethics in making decisions.   | 1.A.1.a. Adheres to the relevant codes within their discipline in making decisions.   |
| 1.A.2. Understands technical assistance professional's role as a mandatory reporter.   | 1.A.2.a. Reports violation of rules, laws, or regulations to appropriate authority.   |
| 1.A.3. Is aware of laws, policies, procedures, and regulations in their field of expertise.  | 1.A.3.a. Presents content consistent with, and in compliance with, applicable laws, policies, procedures, and regulations in their field of expertise.<br>1.A.3.b. Monitors changes in laws, policies, procedures, and regulations in their field of expertise in order to inform content updates.  |
| 1.A.4. Recognizes importance of knowing their personal values, beliefs, and biases, and how these can affect the professional's process.                       | 1.A.4.a. Uses professional codes of ethics to guide decision-making when a situation involves competing professional values and/or has more than one possible solution.<br>1.A.4.b. Uses reflection to work towards creation of an impartial, inclusive, and positive learning environment(s).<br>1.A.4.c. Develops an understanding of general and personal implicit bias to have a foundation to begin discussions about culturally responsive practices.*<br>1.A.4.d. Presents sensitive information fairly, acknowledging the validity of contrasting perspectives. |
| 1.A.5. Understands legal requirements for provision of technical assistance within the early childhood field.  | 1.A.5.a. Follows established professional, ethical, and legal standards, including maintaining confidentiality of children, families, technical assistance participants, and professionals at all times.  |
| 1.A.6. Recalls laws regarding copyright and plagiarism, and accurately cites all sources for materials.  | 1.A.6.a. Adheres to laws regarding copyright and plagiarism, and accurately cites all sources for materials.  |
| 1.A.7. Understands documentation, record keeping, and reporting requirements and timelines of the employer and/or system governing the work. (Professionalism) | 1.A.7.a. Complies with all required documentation assigned by the employer and/or system governing the work.<br>1.A.7.b. Develops an organizational system to independently meet requirements and timelines.<br>1.A.7.c. Maintains accurate records to document contacts, goals, activities, progress, and next steps.<br>1.A.7.d. Records, manually or electronically, the needed documentation at established intervals.  |

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|  | 1.A.7.e. Submits accurate, grammatically correct, and error-free reports and data.   |
| <b>B. Professional Best Practices</b>  |  |
| <b>Knowledge:</b>  | <b>Skill:</b>  |
| 1.B.1. Understands role, responsibilities, and boundaries of a technical assistance professional, including demeanor and appropriate conduct in different venues (face-to-face, online, and social media). | <p>1.B.1.a. Maintains professional demeanor and appropriate attire required by the employer and/or system governing the work.</p> <p>1.B.1.b. Establishes clear expectations and sets boundaries regarding appropriate roles and relationships.</p> <p>1.B.1.c. Works as a partner without over asserting self as an expert.</p> <p>1.B.1.d. Maintains an unbiased approach to discussions and conversations to ensure personal beliefs and opinions are not expressed to skew delivery of content.</p> <p>1.B.1.e. Models and promotes positive self-care practices.</p> <p>1.B.1.f. Maintains professionalism, including being on time, organized, and prepared.</p> |
| 1.B.2. Understands technical assistance professional's role as a change agent, and is aware of typical responses and barriers to change.   | <p>1.B.2.a. Assesses technical assistance participant's readiness for change.</p> <p>1.B.2.b. Works with the technical assistance participant to plan for change.</p> <p>1.B.2.c. Supports technical assistance participants "where they are" in implementing change.</p> <p>1.B.2.d. When a practice is different than, or incompatible with, what is considered appropriate, an effort is made to identify a mutually compatible alternative strategy.</p>   |
| 1.B.3. Is aware of knowledge and skills needed by technical assistance professionals to implement the technical assistance process.  | 1.B.3.a. Uses the self-assessment process and technical assistance participant feedback on an ongoing basis to guide personal professional growth and development.   |
| 1.B.4. Is aware of dispositions, credentials, qualifications, experience, and abilities necessary to be an effective technical assistance professional.  | <p>1.B.4.a. Demonstrates caring, communicative, creative, critical, and professional dispositions.**</p> <p>1.B.4.b. Uses the <i>Iowa Adult Educator and Coaching Competencies</i>, and other resources to assess their personal dispositions, professional knowledge, and skills as a technical assistance professional.</p> <p>1.B.4.c. Accurately represents credentials, qualifications, experience, and abilities.</p>  |
| 1.B.5. Identifies the value of diversity, uniqueness, and abilities of all individuals.  | 1.B.5.a. Reflects knowledge of the value of diversity, uniqueness, and abilities of all individuals.   |

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| 1.B.6. Recognizes that solicitation of goods and services during technical assistance sessions is prohibited.                                | 1.B.6.a. Refrains from the marketing and sales of goods and services during technical assistance sessions.   |
| 1.B.7. Identifies when technical assistance participants may need support to advocate for their needs.                                       | 1.B.7.a. Advocates, supports, and works toward implementation of accepted standards of quality.  |
| 1.B.8. Is aware of the resources available to support technical assistance participants in their advocacy efforts.                           | 1.B.8.a. Supports technical assistance participants to identify effective advocacy techniques.<br>1.B.8.b. Shares resources and contacts with technical assistance participants to support their efforts to advocate.<br>1.B.8.c. Supports advocacy of resources for the developmentally, linguistically and culturally appropriate recommendation of diversity and inclusion.   |
| 1.B.9. Is aware of the latest research, evidence-based practices, and trends, and the relevance for early care and education best practices. | 1.B.9.a. Demonstrates and maintains understanding of current research and best practice in relevant topic areas in order to support learning outcomes.<br>1.B.9.b. Integrates information that is comprehensive, meaningful, and relevant to technical assistance participant's needs, making connections between theory, research, and practice.<br>1.B.9.c. Integrates current research and evidence-based practices in technical assistance sessions.               |
| <b>C. Effective Learning Environment</b>   |  |
| <b>Knowledge:</b>  | <b>Skill:</b>  |
| 1.C.1. Recognizes varied approaches to create a diverse technical assistance experience.   | 1.C.1.a. Selects culturally responsive strategies and resources based on the technical assistance participant's current knowledge and skills, as well as learning style, culture, language, needs, and preferences.  |
| 1.C.2. Identifies the culture and practices of the community and organization in which the technical assistance professional works.          | 1.C.2.a. Demonstrates accurate and on-going familiarity of the culture of an organization and community in which the technical assistance professional works.  |
| 1.C.3. Identifies how to create an accessible environment that embraces and appreciates diversity.   | 1.C.3.a. Models an approach to diversity characterized by an open mind, a willingness to learn from each other, and mutual respect.<br>1.C.3.b. Creates a culturally responsive, inclusive, and accessible physical environment for learning.<br>1.C.3.c. Creates a culturally responsive and inclusive learning environment based on technical assistance participant's current knowledge and skills/needs, learning style, culture, language needs, and preferences. |

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| 1.C.4. Understands features of an effective learning environment, including physical and psychological aspects.  | <p>1.C.4.a. Seeks different points of view in group processing and decision-making.</p> <p>1.C.4.b. Arranges meeting space/learning environments with the technical assistance participant that are physically comfortable, free from distractions, and allows for confidential or private conversations.</p> <p>1.C.4.c. Adjusts learning opportunities to be meaningful and applicable to the technical assistance participant while maintaining fidelity to identified content, and requirements or standards set by an organization or initiative.</p> |
| <b>D. Systems Knowledge</b>  |  |
| <b>Knowledge:</b>  | <b>Skill:</b>  |
| 1.D.1. Identifies state and federal regulations; and health, safety, and quality improvement standards that apply to settings in which technical assistance is provided.   | <p>1.D.1.a. Shares resources and materials with the technical assistance participant to support accurate compliance with laws, regulations, policies, and procedures.</p> <p>1.D.1.b. Demonstrates familiarity with, and promotes accurate compliance with, laws, regulations, policies, and procedures when providing services to technical assistance participants with special needs.</p>   |
| 1.D.2. Understands protocols and procedures related to incidents of violation of rules, laws, or regulations specific to early childhood settings or services.   | <p>1.D.2.a. Promotes and supports the technical assistance participant to use various standards to assess program quality and to guide program improvement and technical assistance goals.</p> <p>1.D.2.b. Uses appropriate protocols to address unsafe, unhealthy, and questionable practices.</p>  |
| 1.D.3. Understands how to find and access current state and community resources available to children, families, and technical assistance participants, including health, mental health, hearing, vision, oral health, early intervention, home visiting, and/or special education services. | 1.D.3.a. Shares and assists the technical assistance participant with information regarding how to access appropriate resources.   |
| <b>E. Professional Expertise</b>   |  |
| <b>Knowledge:</b>  | <b>Skill:</b>  |
| 1.E.1. Identifies key principles of adult learning.  | 1.E.1.a. Demonstrates an understanding of adult learning and development.  |
| 1.E.2. Recognizes importance of establishing their goals and professional development plan.  | 1.E.2.a. Develops and monitors their professional development plan based on personal assessment of needs.  |

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| 1.E.3. Is aware of resources and continuing education opportunities available for adult educators and technical assistance professionals to increase knowledge and skills. | 1.E.3.a. Engages in a variety of professional development activities to enhance the quality of instruction/technical assistance practices.  |
| 1.E.4. Understands the tenets of reflective practice and how it supports professionalism.***   | 1.E.4.a. Engages in self-reflection as a tool for growth and enhancement of knowledge and skills.<br>1.E.4.b. Uses the self-assessment process and technical assistance participant feedback on an ongoing basis to guide personal/professional growth and development. |
| 1.E.5. Has professional content knowledge in child development, Developmentally Appropriate Practice (DAP), and within their own discipline and/or area of expertise.      | 1.E.5.a. Applies the professional content knowledge and skills of child development,-Developmentally Appropriate Practice (DAP), and their discipline and/or area of expertise.   |
| 1.E.6. Is aware of knowledge, skills, and dispositions needed by adult educators and technical assistance professionals to implement the professional delivery method.     | 1.E.6.a. Applies the knowledge and skills of an adult educator and technical assistance professional, as well as considers their dispositions, when implementing the professional delivery method.  |
| 1.E.7. Understands components of a strength-based approach.  | 1.E.7.a. Presents evidence to assure technical assistance interactions are based on the strengths of the technical assistance participant and are continuously monitored to account for the development of new skills.  |

## F. Builds Relationships

| Knowledge:   | Skill:   |
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| 1.F.1. Understands how to be objective; and fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries. | 1.F.1.a. Maintains professional boundaries and relationships supportive of the learning needs of technical assistance participants.  |
| 1.F.2. Understands effective communication techniques including active listening, powerful questioning and clear communication.  | 1.F.2.a. Uses effective communication strategies including active listening, powerful questioning and clear communication.   |
| 1.F.3. Understands how to be responsive; and is inclined to act to best meet the needs, subtle as well as obvious, of others and their circumstances.                    | 1.F.3.a. Demonstrates sensitivity to demands and responsibilities of adults as workers and as members of families and communities.<br>1.F.3.b. Demonstrates responsiveness in a conversation, quickly or over time.<br>1.F.3.c. Cultivates respect and builds rapport with technical assistance participants . |
| 1.F.4. Understands appropriate strength-based conflict resolution and problem-solving strategies.  | 1.F.4.a. Demonstrates appropriate conflict resolution strategies to address identified issues or conflicts.<br>1.F.4.b. Uses strategies to encourage participation and to generate ideas.  |

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|   | 1.F.4.c. Models steps in an intentional strength-based collaborative problem-solving process.   |
| 1.F.5 Recognizes how the use of reflective questions promotes problem-solving, understanding points of view, analysis and planning.                       | 1.F.5.a. Uses a variety of questions that promotes problem-solving, understanding points of view, analysis and planning.  |
| 1.F.6. Understands strategies and approaches that support cultural diversity and varied learning styles.  | 1.F.6.a. Incorporates the knowledge of technical assistance participants into discussions and learning opportunities.   |
| 1.F.7. Understands the importance of, and factors that contribute to, building positive relationships as a foundation for effective technical assistance. | <p>1.F.7.a. Demonstrates personal integrity, honesty, and sincerity throughout the technical assistance process.</p> <p>1.F.7.b. Creates culturally responsive rapport that forms the basis for the open exchange of information.</p> <p>1.F.7.c. Ensures the technical assistance participant understands that information shared is kept confidential.</p> <p>1.F.7.d. Maintains appropriate confidentiality of participant's self-disclosure, unless technical assistance participant may cause harm to self or others.</p> <p>1.F.7.e. Successfully shares relevant research and evidence-based practices with the technical assistance participant.</p> <p>1.F.7.f. Obtains technical assistance participant's permission prior to sharing ideas and new approaches with others.</p> |

#### Content Area 1 Resources:

- \* 1.A.4.c. [Pyramid Model Equity Coaching Guide](#)
- \*\* 1.B.4.a. [Maine Framework of Dispositions](#) (pp 5 – 7)
- \*\*\* 1.E.4. [Diversity Informed Tenets](#)

## Content Area 2: Principles of Adult Learning

### A. Planning Professional Development



| Knowledge:   | Skill:   |
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| 2.A.1. Understands essential components of a professional development plan and how to develop a plan relevant to the specific strategy implemented.  | 2.A.1.a. Develops measurable and descriptive learning outcomes within the plan, based on participant's level of knowledge and experience, aligned to program goals.  |
| 2.A.2. Is aware of latest research, evidence-based practices, and trends in adult learning and development.  | 2.A.2.a. Uses learning opportunities that reflect current research and theory of adult learning and development.   |
| 2.A.3. Understands the sequence of tasks and resources needed to develop shared goals and to prioritize action steps.  | 2.A.3.a. Sequences and paces learning activities and based on participant's needs.   |
| 2.A.4. Comprehends content knowledge appropriate to support participants, including core knowledge of child development, Developmentally Appropriate Practice (DAP), and content within their discipline and/or area of expertise. | 2.A.4.a. Uses child development and Developmentally Appropriate Practice (DAP) content consistent with current research and best practice.<br>2.A.4.b. Chooses research-based instructional methods and materials appropriate for learning outcomes.<br>2. B.4.c. Demonstrates discipline knowledge to guide technical assistance. |
| 2.A.5. Is informed of the mission and goals of the hiring organization.  | 2.A.5.a. Plans instruction or technical assistance consistent with the mission and goals of the hiring organization.   |
| 2.A.6. Is aware of goals for the professional development activity.  | 2.A.6.a. Plans instruction or technical assistance to meet goals of the professional development activity.<br>2.A.6.b. Uses learning opportunities applicable and specific to the target audience.   |
| 2.A.7. Understands expectations of the partner organization for the technical assistance process with the technical assistance participant.  | 2.A.7.a. Uses a plan which aligns with partner organization expectations for the technical assistance process with the technical assistance participant.   |
| 2.A.8. Is familiar with culturally responsive strategies and resources, and is aware of technical assistance participant's current knowledge and skills/needs, learning style, culture, language needs, and preferences.           | 2.A.8.a. Plans culturally responsive instruction or technical assistance based on the participant's current knowledge and skills/needs, learning style, culture, language needs, and preferences.  |
| 2.A.9. Is familiar with differentiation strategies and resources within planning processes.  | 2.A.9.a. Develops and promotes developmentally, culturally, and linguistically appropriate strategies for addressing learning differences.   |

## B. Delivering Professional Development - Adult Educators

| Knowledge: | Skill: |
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| <p>2.B.1. Understands the features of an effective learning environment, whether delivered in-person or virtually.</p> | <p>2.B.1a. Invites participants to clarify, negotiate, and adhere to agreements or ground rules for the training session.</p> <p>2.B.1b. Establishes a comfortable physical learning environment with necessary tools, equipment, and materials.</p> <p>2.B.1c. Is able to effectively navigate and use the features of the platform being used for all learning, including virtual learning.</p>   |
| <p>2.B.2. Identifies how to create an accessible environment that embraces and appreciates diversity.</p>              | <p>2.B.2.a. Ensures the environment and location is accessible to all persons, i.e., main level entry, elevator, ramp, etc.</p> <p>2.B.2.b. Acknowledges supportive needs within the environment, i.e., translator, tables vs. desks, etc.</p> <p>2.B.2.c. Creates a culturally responsive environment that allows participants to embrace their own diversity, sense of identity, and build on strengths in the context of learning.</p> <p>2.B.2.d. Facilitates and stimulates discussion of emotionally charged topics and issues.</p> <p>2.B.2.e. Monitors and manages the emotional level of the group to maintain a safe, objective, and comfortable training.</p>  |
| <p>2.B.3. Understands a variety of instructional strategies and methods.</p>   | <p>2.B.3.a. Provides an introduction, overview of goals and outcomes, content with summary, and evaluation.</p> <p>2.B.3.b. Manages time to ensure that content is covered, while also allowing flexibility to address questions and needs of the group.</p> <p>2.B.3.c. Delivers training based on principles of adult learning using a variety of research-based instructional methods, such as visual, audio, tactile, for the proposed learning outcomes.</p> <p>2.B.3.d. Effectively integrates current and appropriate media and technology as a tool for instruction.</p> <p>2.B.3.e. Adapts training to respond to the needs of the targeted audience's knowledge, skills, and abilities.</p> <p>2.B.3.f. Utilizes effective classroom management strategies or techniques to manage the emotional level of the group, i.e., parking lot, redirection, etc.</p> <p>2.B.3.g. Identifies when cultural misunderstandings contribute to interpersonal conflict in training, and uses a variety of strategies to explore and resolve conflicts.</p> <p>2.B.3.h. Effectively co-facilitates with other adult educators, when applicable.</p> |

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|  | 2.B.3.i. Provides the necessary technology support as needed for virtual and online delivery methods.  |
| 2.B.4. Understands strategies and approaches that support cultural diversity and varied learning styles.                           | <p>2.B.4.a. Demonstrates sensitivity to, and accommodates, diverse learners, including persons who differ in abilities, cultures, and experiences.</p> <p>2.B.4.b. Models an approach to cross-cultural encounters characterized by an open mind, a willingness to learn from others, and mutual respect.</p> <p>2.B.4.c. Promotes open discussion of diversity and inclusion in the training environment, and constructively deals with expressions of prejudice and discrimination during training.</p> <p>2.B.4.d. Displays the value of diversity through integration into the delivery of training, including incorporating content, examples, and resources that enhance participants' understanding of, and comfort with, cultural issues.</p> <p>2.B.4.e. Displays value of diversity during training by obtaining different points of view in group processing and decision-making.</p> |
| 2.B.5. Understands effective participant engagement strategies.  | <p>2.B.5.a. Facilitates and continually assesses group dynamics to ensure learning involvement, interactions, and participation.</p> <p>2.B.5.b. Stimulates and sustains adult learner motivation and engagement using research-based adult learning strategies.</p>   |
| 2.B.6. Understands effective communication techniques, including active listening, powerful questioning, and direct communication. | <p>2.B.6.a. Communicates clearly, audibly, and effectively.</p> <p>2.B.6.b. Uses authentic, respectful, and empathetic communication strategies with all individuals.</p> <p>2.B.6.c. Identifies and responds to non-verbal cues from participants.</p> <p>2.B.6.d. Monitors the effectiveness of communication techniques to promote anti-bias communication.</p>   |

## C. Delivering Professional Development - Technical Assistance Professionals

| Knowledge:   | Skill:   |
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| 2.C.1. Understands physical and psychological features of an effective learning environment.   | <p>2.C.1.a. Arranges meeting space/learning environments with the technical assistance participant that are comfortable, free from distraction, and allow for confidential or private conversations.</p> <p>2.C.1.b. Invites the technical assistance participant to clarify, negotiate, and adhere to agreements or ground rules for the training session.</p> <p>2.C.1.c. Establishes a comfortable physical learning environment with necessary tools, equipment, and materials.</p> <p>2.C.1.d. Is able to effectively navigate and use the features of the platform being used for all learning, including virtual learning.</p>  |
| 2.C.2. Understands strategies and approaches that support cultural diversity and varied learning styles.   | <p>2.B.4.a. Demonstrates sensitivity to, and accommodates, diverse learners, including persons who differ in abilities, cultures, and experiences.</p> <p>2.B.4.b. Models an approach to cross-cultural encounters characterized by an open mind, a willingness to learn from each other, and mutual respect.</p> <p>2.B.4.c. Promotes open discussion of diversity and inclusion in the training environment, and constructively deals with expressions of prejudice and discrimination during training.</p> <p>2.B.4.d. Displays the value of diversity through integration into the delivery of training, including incorporating content, examples, and resources that enhance participants' understanding of, and comfort with, cultural issues.</p> <p>2.B.4.e. Displays value of diversity during training by obtaining different points of view in group processing and decision-making.</p> |
| 2.C.2. Understands how to work with the technical assistance participant to determine guidelines for providing technical assistance including leadership involvement, decisions to make, roles of the technical participants, as well as the duration and delivery mode, i.e., onsite, virtual, telephone, email, etc. | <p>2.C.2.a. Creates a mutual agreement such as a memorandum of understanding (MOU) that includes defining roles in the technical assistance process.</p> <p>2.C.2.b. Follows through on agreed upon plans and commitments.</p> <p>2.C.2.c. Demonstrates a balance between building rapport and getting the work done.</p> <p>2.C.2.d. Engages the technical assistance participant to explore alternative ideas and solutions, evaluate options and make decisions when barriers to progress are identified.</p>   |

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| <p>2.C.2. Recognizes the technical assistance process specific framework:</p> <ul style="list-style-type: none"> <li>● gathering information and conducting assessments</li> <li>● planning and goal setting</li> <li>● supporting the technical assistance participant to implement the plan</li> <li>● reviewing progress and developing new goals</li> <li>● evaluating the technical assistance plan</li> </ul> | <p>2.C.2.a. Follows the established technical assistance framework while appropriately adjusting the process to be meaningful and applicable to the primary technical assistance strategy used.</p>  |
| <p>2.C.3. Understands what information is important to collect to identify the technical assistance focus and plan.</p>   | <p>2.C.3.a. Uses a variety of information gathering strategies to assist the technical assistance participant with identifying technical assistance priorities.</p>  |
| <p>2.C.4. Is aware of the various useful methods and tools to identify the primary focus and goal of the technical assistance.</p>  | <p>2.C.4.a. Models objective observation, interviewing, assessment, and feedback.</p>  |
| <p>2.C.4. Understands how to organize and share data collected with the technical assistance participant.</p>   | <p>2.C.4.a. Helps the technical assistance participant analyze and interpret collected data to identify strengths and areas of need for continued growth and desired outcomes.</p>   |
| <p>2.C.5. Understands the sequence of tasks and resources needed to develop shared goals and to prioritize action steps.</p>  | <p>2.C.5.a. Supports the technical assistance participant to connect goals and activities with program goals and mission, as appropriate, within specific technical assistance strategies.</p>   |
| <p>2.C.6. Is aware of the essential components of a technical assistance plan and how to develop a plan relevant to the specific technical assistance strategy implemented.</p>   | <p>2.C.6.a. Reviews state, federal or project-specific standards with the technical assistance participant to help inform the development of the technical assistance plan within specific technical assistance strategies.</p> <p>2.C.6.b. Co-creates the technical assistance plan with the technical assistance participant.</p>  |
| <p>2.C.7. Recognizes that technical assistance is a capacity-building process and knows strategies to build technical assistance participant capacity.</p>  | <p>2.C.7.a. Works in collaboration with the technical assistance participant to apply new ideas and learnings.</p> <p>2.C.7.b. Reviews progress periodically on the technical assistance plan.</p> <p>2.C.7.c. Assists coordination of efforts when the technical assistance participant participates in more than one technical assistance initiative.</p>                    |
| <p>2.C.8. Understands the range of implementation methods to provide through technical assistance, including problem-solving, skill development, modeling, reflecting, facilitating, and providing feedback.</p>  | <p>2.C.8.a. Provides information, resources and/or support to strengthen the technical assistance participant's ability to use and to sustain the activities and/or strategies.</p> <p>2.C.8.b. Provides verbal and written feedback in the context of agreed expectations.</p> <p>2.C.8.c. Provides feedback that is clear, data driven and delivered in a timely manner.</p> |

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| 2.C.9. Understands the difference among and appropriate uses of mentoring, coaching, consulting, and peer-to-peer networks including Communities of Practice (CoP) and Professional Learning Communities (PLC).         | <p>2.C.9.a. Uses appropriate mentoring, coaching, consulting, and peer-to-peer networking strategies to address the technical assistance plan and to meet the needs of the technical assistance participant.</p> <p>2.C.9.b. Models an understanding that multiple strategies may overlap, although one strategy may be generally predominant, while supporting the technical assistance participant to implement the technical assistance plan.</p> |
| <b>Types of Technical Assistance</b><br><b>Relevant to Delivery of Professional Development</b>   |  |
| <b>2.C.9.A. Delivering Professional Development - Technical Assistance Professionals</b><br><b>Mentoring</b>  |  |
| 2.C.9.A.(1). Understands that mentoring is a technical assistance approach between colleagues of similar professional roles with a more experienced individual providing guidance to the less experienced professional. | <p>2.C.9.A.(1).a. Facilitates goal identification to strengthen or expand on the technical assistance participant's skills.</p> <p>2.C.9.A.(1).b. Jointly develops a technical assistance plan and uses it to review progress and set goals.</p>   |
| 2.C.9.A.(2). Identifies when technical assistance support is needed to increase an individual technical assistance participant's professional growth.   | <p>2.C.9.A.(2).a. Shares specialized approaches or skills that increase the technical assistance participant's capacity in the area identified.</p> <p>2.C.9.A.(2).b. Uses mentoring strategies to support individual growth such as:</p> <ul style="list-style-type: none"> <li>● modeling</li> <li>● shadowing</li> <li>● observation with documentation</li> <li>● guided self-reflection</li> <li>● feedback</li> </ul>                          |
| <b>2.C.9.B. Delivering Professional Development- Technical Assistance Professionals</b><br><b>Coaching*</b>   |  |
| 2.C.9.B.(1). Understands that coaching is a technical assistance approach led by a technical assistance professional with particular expertise or specialized knowledge and skills.                                     | 2.C.9.B.(1).a. Jointly develops a technical assistance plan and uses it to review progress and set goals.  |
| 2.C.9.B.(2). Identifies when coaching support is necessary to learn or to refine a strategy or skill within the work environment.   | <p>2.C.9.B.(2).a. Uses coaching strategies to support the technical assistance participant's self-efficacy (confidence and competence) in using the identified practice(s) such as:</p> <ul style="list-style-type: none"> <li>● goal setting</li> <li>● action planning</li> <li>● observation with documentation</li> <li>● reflection</li> </ul>  |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>● feedback</li> </ul>   |
| <b>2.C.9.C. Delivering Professional Development- Technical Assistance Professionals</b><br><b>Consultation</b>  |  |
| 2.C.9.C.(1). Understands that consultation is a collaborative problem-solving approach** between an external technical assistance professional with specific expertise and an individual or group from a program or organization. | 2.C.9.C.(1).a. Discusses the initial focus of the consultation with the technical assistance participant using assessment data.  |
| 2.C.9.C.(2). Identifies when collaborative problem-solving strategies are needed to enhance quality improvement efforts and/or resolve specific concerns.   | 2.C.9.C.(2).a. Jointly develops a technical assistance plan and uses it to review progress and set goals.<br>2.C.9.C.(2).a. Uses consultation strategies to address the activities on the technical assistance plan, including <ul style="list-style-type: none"> <li>● brainstorming ideas, resources and potential solutions that are practical and doable</li> <li>● modeling a problem-solving process</li> <li>● providing information, resources and materials</li> <li>● meeting with administrators, staff and/or families to support the technical assistance plan</li> <li>● observations and providing documentation</li> <li>● demonstrating a new strategy or approach</li> <li>● facilitating reflection by asking open-ended questions</li> <li>● providing supportive and constructive feedback</li> </ul> |
| <b>2.C.9.D. Delivering Professional Development - Technical Assistance Professionals</b><br><b>Peer-to-Peer Networks</b>  |  |
| 2.C.9.D.(1) Understands how peer-to-peer technical assistance such as Communities of Practice (CoP) and Professional Learning Communities (PLC) promote ongoing professional development and lead to sustained change.            | 2.C.9.D.(1).a. Uses supportive adult learning groups such as Communities of Practice (COP) and Professional Learning Communities (PLC) when peer learning and networking are needed.   |
| 2.C.9.D.(2). Describes technical assistance professional's role in supporting ongoing adult learning groups, such as Communities of Practice (CoP) and Professional Learning Communities (PLC).                                   | 2.C.9.D.(2).a. Jointly develops a technical assistance plan and uses it to review progress and set goals.  |
| 2.C.9.D.(3). Identifies effective facilitation skills and can describe how facilitation differs from training.  | 2.C.9.D.(3).a. Uses peer-to-peer strategies, including <ul style="list-style-type: none"> <li>● guiding members in planning the focus, activities and structure of the learning community</li> <li>● identifying common interests and goals (the CoP or PLC Plan)</li> <li>● facilitating and organizing the CoP or PLC schedule, agenda, and ongoing communication</li> <li>● engaging all members</li> <li>● building on ideas</li> </ul>  |

|  |   |
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|  | <ul style="list-style-type: none"> <li>● guiding discussions and keeping the group on track</li> <li>● redirecting the conversation toward productive channels</li> <li>● clarifying comments and issues</li> <li>● seeking consensus***</li> <li>● encouraging members to share in the facilitation, planning and/or sharing their knowledge about selected topics, specific content or relevant resources</li> <li>● supporting the group to meet desired outcomes</li> </ul> |
| 2.C.10. Understands the importance of evaluating the technical assistance plan.  | 2.C.10.a. Jointly reviews the technical assistance plan and goals.  |
| 2.C.11. Is aware of resources to support the technical assistance participant to track technical assistance progress and outcomes. | 2.C.11.a. Uses resources to support the technical assistance participant to track technical assistance progress and outcomes via a coaching model.  |
| 2.C.12. Understands the partner organization procedure identifying forward movement of goals.                                      | 2.C.12.a. Engages in partner organization steps to acknowledge the forward moment of goals or to seek support if forward movement is not occurring.   |

## Content Area 3: Assessment of Learning

### A. Supporting Learner Self-Assessment and Reflection



| Knowledge:  | Skill:   |
|---|--|
| 3.A.1. Has content knowledge needed to support the learner with their personal knowledge in child development, Developmentally Appropriate Practices (DAP), and knowledge within the learner's discipline and/or area of expertise.   | 3.A.1.a. Supports the learner with their core knowledge in child development, Developmentally Appropriate Practice (DAP), and within the learner's discipline and/or area of expertise.  |
| 3.A.2. Knows how to modify approaches and/or materials to accommodate individual learners based on research/best practices.   | 3.A.2.a. Modifies approaches and/or materials to accommodate individual learners based on research/best practices.   |
| 3.A.3. Understands the range of strategies to provide, including problem-solving, skill development, modeling, reflecting, facilitating, shadowing, observing, and providing feedback.  | <p>3.A.3.a. Uses strategies to support individual growth, such as</p> <ul style="list-style-type: none"> <li>● problem-solving</li> <li>● skill development</li> <li>● modeling</li> <li>● reflecting</li> <li>● facilitating</li> <li>● shadowing</li> <li>● observing</li> <li>● providing feedback</li> </ul> <p>3.A.3.b. Uses individualized instruction to meet cultural and linguistic diversity.</p>  |
| 3.A.4. Understands that strategies frequently overlap, even when one predominant strategy exists.   | 3.A.4.a. Supports the technical assistance participant to use overlapping strategies by scaffolding learning, building on existing skills.   |
| 3.A.5. Understands the tenets* of reflective practice and how it supports professional growth and development.  | <p>3.A.5.a. Supports technical assistance participant's self-assessment of current needs and interests in planning professional development goals and activities.</p> <p>3.A.5.b. Uses the self-assessment process and technical assistance participant's feedback on an ongoing basis to guide their professional growth and development.</p> <p>3.A.5.c. Structures and facilitates methods for the technical assistance participant to evaluate and give feedback on their learning and performance using reflection and self-assessment.</p> <p>3.A.5.d. Uses the tenets* of reflective practice to support the learner's self-efficacy (confidence and competence) in using the identified practice(s).</p> |
| <p>3.A.6. Recognizes the value of a coaching cycle and the process to ensure forward movement and possible conclusion of the technical assistance:</p> <ul style="list-style-type: none"> <li>● joint planning between the technical participant and the technical assistance professional</li> </ul> | <p>3.A.6.a. Uses a coaching cycle to define the process for the technical assistance participant.</p> <p>3.A.6.b. Uses adult learning strategies to assist forward movement of the coaching cycle.</p>   |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• observations by, and of, the technical assistance participant</li> <li>• participatory action on the part of the technical assistance participant</li> <li>• promotion of technical assistance participant's reflection on their actions</li> <li>• provision of feedback from the technical assistance professional, based on the technical assistance participant's reflections</li> </ul> |   |
| <b>B. Using Assessment Data to Assess Participant Learning</b>  |   |
| <b>Knowledge:</b>   | <b>Skill:</b>   |
| 3.B.1. Understands pertinent information to collect when identifying the technical assistance focus and plan.   | 3.B.1.a. Gathers information to conduct assessments.  |
| 3.B.2. Understands how to organize and share data collected with the technical assistance participant.  | 3.B.2.a. Collects and manages accurate data for program improvement and accountability.   |
| 3.B.3. Understands the range of implementation methods to provide to the technical assistance participant based on on-going analysis of data, including problem-solving, skill development, modeling, reflecting, facilitating, and providing feedback.   | 3.B.3.a. Uses results of assessment data to plan a range of implementation methods and to monitor progress toward goals.  |
| 3.B.4. Is aware of resources to supplement technical assistance support when tracking progress and outcomes during a coaching cycle.  | 3.B.4.a. Provides resources to supplement technical assistance participant's learning during the coaching cycle.  |
| 3.B.5. Understands the importance of evaluating a technical assistance plan with the technical assistance participant.  | <p>3.C.5.a. Uses assessment data throughout a coaching cycle with the technical assistance participant to assess delivery, overall program practices, and to develop follow-up when applicable.</p> <p>3.C.5.b. Assists the technical assistance participant to analyze and interpret assessment data to identify strengths and areas of need for continued growth and desired outcomes.</p> <p>3.C.5.c. Supports the technical assistance participant to use system data to continually enhance program improvement, including strategies and the environment to reflect inclusion, languages, and the culture of students and families.</p> <p>3.C.5.d. Supports the technical assistance participant to reflect on personal biases when interpreting children's behavior and learning.</p> |

Content Area 3 Resources:

\*3.A.5. [The Tenets](#)

\*\*3.A.5.d. [The Tenets](#)

## **Self-Assessment Tool**

Intended for technical assistance professionals to assess competency knowledge and skills - not for programs/agencies/individuals receiving technical assistance:

- self-assessment questions based on each competency area skill

- appropriate segments (early childhood education systems components, regulation and standards, and implementation strategies including coaching, consultation, mentoring, peer to peer, etc.)
- resources or topics technical assistance professionals can pursue to further knowledge
- guiding questions based on various early childhood education agency communication approach, such as I-Consult [Iowa State University Extension and Outreach], Iowa Child Care Resource and Referral, Head Start, Iowa Department of Education, Iowa Area Education Agencies, and others

## **Implementation of Technical Assistance Tool**

Intended for technical assistance professionals to create process and tools regarding competency knowledge and skills to implement technical assistance programs (Go NAPSACC, Positive Behavioral Interventions and Supports [PBIS], Series trainings) to

- identify technical assistance activity (mentoring, coaching, consultation, peer to peer networks)
- include definition of each technical assistance activity
- include framework for committees and workgroups to follow

## **Key Terms/Definitions**

**Adult Learner Dispositions** – [adult learners](#) need 1) more context and relevance in learning compared to younger students; 2) several practice opportunities; 3) group discussion and interaction; 4) flexible and diverse resources; and 5) personalized assessments.

**Adult Learning Principles** - the ways in which adults learn differently than children, as identified by Malcolm Knowles, PhD. Adults tend to be more self-directed, internally motivated, and ready to learn. The theory of adult learning is known as andragogy. Knowles and others identified seven research-based [adult learning principles](#). Adult learning is self-directed, problem-centered, experience-based, and more often relevant to life.

**Best Teaching Practices** - the [practices](#) include active learning, concept mapping; flipping the classroom; just-in-time teaching; low-stakes testing; learning styles; mastery learning, peer instruction and team-based learning.

**Coaching** - the collaborative, relationship-based process led by an expert with specialized and adult learning knowledge and skills. The coach often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills and behaviors. Coaching is focused on goal-setting and achievement for an individual or group, quality action planning, focused observation (in person or video), reflection, and constructive feedback and problem solving to promote growth in effective implementation of best practices for the optimal development of young children and their families. Additional considerations include focus, relationship, process, duration, and delivery. (Iowa Department of Human Services contract language; NACCRRRA, 2011, as cited in Early Care and Education Coaching: A Closer Look at Coaching Models in Child Care and Head Start, 2018; Head Start Practice-Based Coaching; Go NAP SACC; Iowa Distance Mentoring Model; and National Association for the Education of Young Children)

**Competencies (for technical assistance)** - the relevant knowledge, skills, and dispositions needed by technical assistance professionals in order to effectively guide programs and individuals to provide quality services to children and families.

**Consultation** - the collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills, and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern, a program/organizational issue, a staff or child/family-related issue, or addresses a specific topic. Consultation is often an on-site joint process to assess personal needs of the early educator to create an action plan with individual support to create change by applying new knowledge and skills. (Iowa Department of Human Services contract language; Partnerships for Inclusion, as defined in Early Care and Education Coaching: A Closer Look at Coaching Models in Child Care and Head Start, 2018)

**Collaborative Problem Solving** - the process involves collaboration and problem solving. Collaboration is essential because some problem-solving tasks are too complex for an individual to work through alone, or the solution is improved from joint efforts to identify the problem and its elements. Collaborative problem solving requires that people share resources (information, expertise, and experiences) and strategies to reach a common goal using a communication process. ([The Pennsylvania State University](#), [National Center for Educational Statistics](#))

**Culture** - the unique collection of beliefs, practices, traditions, valued competencies, worldviews, and histories that characterize a group of people.

**Cultural Competence** - the ability to recognize and incorporate assets and strengths all students bring into the classroom, and ensure that learning experiences, from curriculum through assessment, are relevant to all students.

**Culturally Responsive Practice** - Culturally responsive practice is using the experiences and perspectives of children and their families as a tool to support them more effectively (Gay 2002). As this approach is child- and family-centered, it sets the stage for critical relationship building (Ford & Kea 2009). Developmentally appropriate teaching practices encompass a wide range of skills and strategies adapted to the age, development, individual characteristics, and the family and social and cultural contexts of each child served.

**Culturally Responsive Strategies** - [Culturally responsive strategies](#) promote positive teacher relationships with young children and minimize challenging behavior: learn about children and families, develop and teach expectations, take the child's perspective, teach and model empathy, and use group times to discuss conflicts.

**Cultural Sensitivity** - the recognition there are differences between cultures and these differences are reflected in the ways different groups communicate and relate to one another.

**Dispositions** - the values, commitments, and professional ethics that influence behaviors toward children, families, colleagues, and communities; and affect both child and adult learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

**Developmentally Appropriate Practice (DAP)** – [Developmentally appropriate practice](#) involves planning and implementing intentional learning experiences that promote the social and emotional development, physical development and health, cognitive development, and general learning competencies of each child served. Positive relationships between children and well-prepared early childhood educators can effectively support all domains of child development and learning as educators nurture and strengthen connections with the child's family and community. Developmentally appropriate practice recognizes and supports the diversity and complexity of human development, and promotes more equitable learning opportunities for every child. These practices are responsive to each child's individual strengths, interests, and needs - based on knowledge of child development and learning, knowledge of the child, and the cultural context in which each child lives.

**Integrated Early Childhood Professional Development System** - System designed to help develop and retain a competent and stable early childhood workforce across all sectors of the early care and education field.

**Knowledge** - the condition of knowing something with familiarity gained through experience (Merriam-Webster).

**Mentoring** - the process between colleagues in similar professional roles, with a more experienced individual, the mentor, providing guidance and example to the less-experienced mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

**Peer-to-Peer Technical Assistance or Peer-to-Peer Network** - fosters the development of relationship-based learning and support communities among colleagues, often in similar roles. Peer-to-peer technical assistance is based on the premise that a significant expert knowledge base exists in the field and that peers who solved previous challenges developed tools and strategies to share with their colleagues. Communities of Practice (CoP) and Professional Learning communities (PLC) are two forms of peer-to-peer networks. (Iowa Department of Human Services contract language)

**Professional Development** - a continuum of learning and support activities, including the provision of education, training, and technical assistance, in order to prepare and enhance the knowledge and skills of individuals who work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. Professional development encompasses education, training, and technical assistance.

**Professional Development Plan** - the documents that provide a framework connecting various professional development experiences to each other, and to the common core of knowledge and professional standards for early education professionals. Individual professional development plans are designed to create a holistic approach to building an early childhood professional's capacities and to ensure that individuals remain current regarding knowledge and practices in the field.

**Research-based practice** - the individual practices such as single lessons or in-class activities, or programs such as year-long curricula considered effective, based on scientific evidence. To deem a program or practice "evidence-based," researchers typically study the impact of the resource(s) in a controlled setting – for example, they may study differences in skill growth between students whose educators used the resources and students whose educators did not. If sufficient research suggests the practice or program is effective, it may be deemed "evidence-based." Evidence-Informed or Research-Based Practices are practices developed based on the best research available in the field. Users can feel confident the strategies and activities included in the practice or program or practice have a strong scientific basis for use. [Research-based practices](#) are not researched in a controlled setting.

**Skill** – the ability to use one's knowledge effectively and readily in execution or performance (Merriam-Webster)

**Strength-based Approach** - emphasizes individuals' self-determination and strengths, is led by a technical assistance professional, with a focus on future outcomes and strengths that the individuals bring to address a problem or crisis.

**Technical Assistance** - the provision of targeted and customized support by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. This includes multiple methods such as coaching, consultation, and peer-to-peer technical assistance. Iowa Department of Human Services contract language; NACCRRRA, 2011; and National Association for the Education of Young Children)

**Technical Assistance Participant** - the recipient of technical assistance services provided by a technical assistance professional.

**Technical Assistance Process** - the process to provide targeted and customized support by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by the technical assistance participant.

**Technical Assistance Professional** - the professional who provides targeted and customized support to develop or strengthen processes, knowledge application, or implementation of services to recipients. A Technical Assistance Professional provides specific technical assistance approaches through coaching, consultation, mentoring, and peer-to-peer networking.

**Technical Assistance Professional Dispositions** - the [dispositions](#) include the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

**Training** - the learning experience or series of experiences specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills. Training can include conference sessions, plenary, or breakout. (NAEYC, and NACCRRA, 2011)